DOCUMENT RESUME

ED 225 471 HE 015 829

AUTHOR Fuller, Vicki S.; And Others
TITLE Profile of North Carolina Central University Freshmen Class, Fall 1978.
INSTITUTION North Carolina Central Univ., Durham. Office of the Associate Vice-Chancellor for Academic Affairs for Research, Evaluation, and Planning.
PUB DATE Sep 79
NOTE 41p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; Academic Aspiration; *Black Students; College Choice; *College Desegregation; *College Freshmen; Enrollment Influences; Family Characteristics; Higher Education; Interpersonal Relationship; Occupational Aspiration; Student Attitudes; *Student Characteristics; Student Motivation; *Values
IDENTIFIERS *North Carolina Central University

ABSTRACT

Demographic and academic information on 1978 North Carolina Central University (NCCU) freshmen were assessed, using the NCCU Freshman Survey and 66 items from the College Student Questionnaire. Attention was directed to student attitudes about family and peer relationships, instructional/learning styles, and political, social, cultural, and moral issues; reasons for college choice; and educational, career, and employment plans. The sample consisted of 696 students, approximately 84 percent of the fall 1978 entering freshmen. Most respondents were between 18 and 22 years old; 63 percent were female; 97 percent were black; and 83 percent were North Carolina residents. Information is presented on: family background, including birth order and number of siblings, educational levels attained by parents, estimated family income, parents' values and influence on the student; the type of high school attended; high school rank and Scholastic Aptitude Test scores; and students' perceptions of their motivation. Student responses to five scales of the College Student Questionnaire are considered (family independence, peer independence, liberalism, social conscience, and cultural sophistication). Students indicated agreement/disagreement with five possible reasons for choosing to attend NCCU (academic, financial, personal, social, and location). Finally, information is presented on highest level of education planned and life style/work preferences. (SW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED225471

Office of the Associate Vice-Chancellor

for Academic Affairs

for Research, Evaluation, and Planning

NORTH CAROLINA CENTRAL UNIVERSITY

RESEARCH REPORT (1979-80)

Profile of NCCU Freshmen

Vicki S. Fuller, Linda K. Pratt,
and
Norman P. Uhl

HE 015 829

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

September, 1979

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
North Carolina Central Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NORTH CAROLINA CENTRAL UNIVERSITY
DURHAM, NORTH CAROLINA 27707

INSTITUTE ON DESEGREGATION

ERIC CLEARINGHOUSE ON HIGHER EDUCATION/INSTITUTE ON DESEGREGATION

COOPERATIVE PROJECT

This paper has been identified by a joint project of The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and
(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials are reviewed and recommended by participants of the Institute on Desegratation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse on Higher Education. An annual bibliography of this material will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

To be acceptable for inclusion in the ERIC system, the materials submitted for evaluation must be (1) reproducible, (2) of sufficient substance to be of value to practitioners, researchers, scholars, and others, and (3) not repetitive of materials that are already currently available.

If additional information is needed about this cooperative project or the criteria for selection of materials, please write or call the Director of the Institute on Desegregation at 919/683-6433, North Carolina Central University, Durham, North Carolina 27707.

NORTH CAROLINA CENTRAL UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA

Profile of North Carolina Central University Freshmen Class
Fall, 1978

INTRODUCTION

It is essential at any educational institution for those responsible for the students' educational experience to have a general knowledge of what the students are like. As college faculty and staff, we deal with students on a daily basis. However, it is possible that our concept of the freshman at North Carolina Central University might be based upon a small number of students who, for one reason or another, make their presence well-known. We need to be aware of the silent majority as well.

In the fall of 1976, the NCCU entering freshmen were administered the College Student Questionnaires (CSQ), Part I, to obtain descriptive data for use by institutional faculty and staff. A report was prepared, characterizing the backgrounds, attitudes, and aspirations of the freshman class. This study, with appropriate revisions, was again carried out in the fall of 1978, and general information on the freshman class of 1978 is reported herein.

The report contains two types of data: demographic and academic information from the 1978 admissions files and results of an instrument administered in all freshman orientation classes during the first month of school. Virtually all freshmen at NCCU are enrolled in this class. A few, however, probably the non-traditional students, did not enroll in freshman orientation; others were absent from class on the day of the survey or did not complete the questionnaire. The data analysis represents 696 or about 84% of the 833 NCCU entering freshmen for fall 1978.

The instrument utilized is composed of 110 items, some of which are from the CSQ and others constructed by the Office of Research, Evaluation, and Planning. Many items from the latter group were used because they were felt to be especially appropriate to the population.

Results of the survey and the examination of enrollment data are discussed in this four-part research report. Part I describes demographic, family, and academic backgrounds of the students. Part II concerns student attitudes--about their relationships with their family and peers, about instructional/learning styles, and about political, social, cultural, and moral issues. Part III is a discussion of the factors influencing the students' choice of college and Part IV outlines their educational, career, and employment plans.

Part I: BACKGROUND

Demographic Information

Most of the survey respondents are between the ages of 18 and 22. Approximately 83% fall into this category, about 12½% are 17 or younger, and the remainder are 23 or older. The freshman class is composed of 63% females, 37% males. Nearly 97% of those who responded to the item on marital status are single.

Ninety-seven percent of the respondents were black and the remainder, white. Enrollment data show 93% to be black, 6% white and 1% non-resident alien. At any rate, a large majority comes from black, non-hispanic origins.

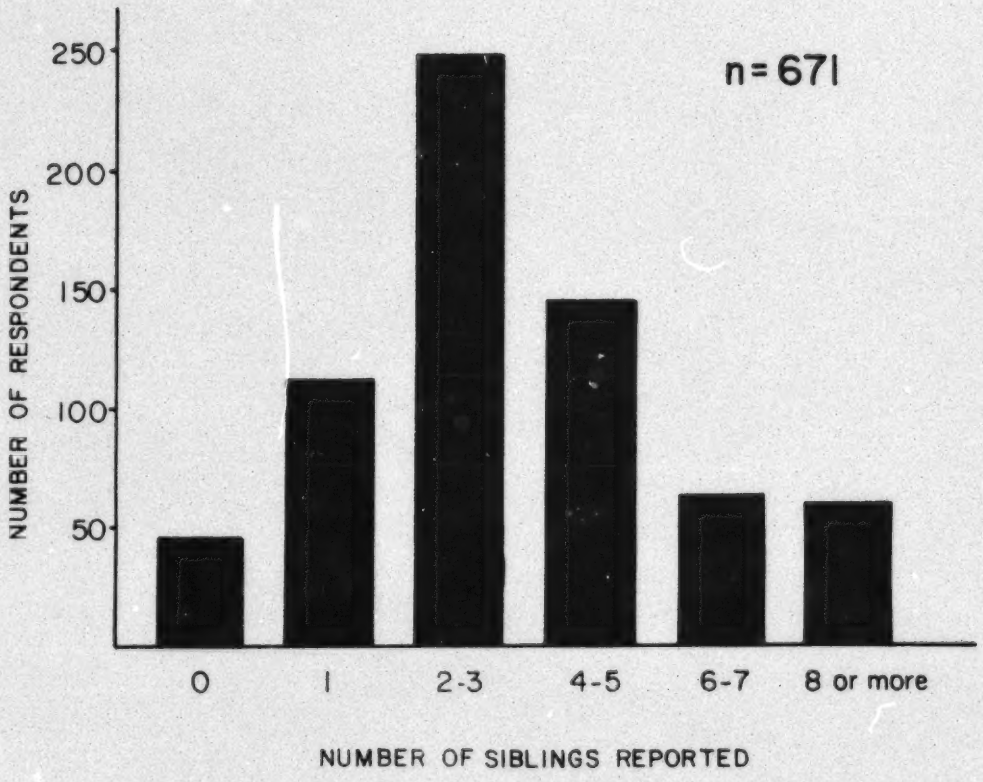
The majority or 83% of freshmen admitted in the fall of 1979 are North Carolina residents. The same percentage (83) indicated on the questionnaire that they lived in the state before entering NCCU. Sixteen percent stated that they lived in another state and about one percent, in another country. Of those freshman in-state residents, approximately 12% are from Durham County. Relatively small percentages represent nearby Wake and Orange Counties, 4% and 2% respectively.

Only 17% of the 696 students completing the questionnaire came from a heavily populated (more than 50,000) urban area. Over one-third (35%) reported living in a small town of less than 10,000. About 10½% indicated a farm, ranch, or other open country as their residence.

Family Background

Two items on the questionnaire dealt with family constellation--birth order and number of siblings. The results demonstrated that 46 or nearly 7% of the respondents were only children, 23% were oldest, 43% were middle, and 27% were youngest children. Of those who reported brothers and sisters, 18% had one, 63% had two to five and 19% had six or more siblings. See Figure I.

FIGURE 1 Number of Siblings of 1978 NCCU Freshmen



A series of questions focussed on the parents of the respondent. The mothers tend to have attained a slightly higher level of education than have the fathers over all levels, as is shown in Figure II. This is a phenomenon found among most totally or predominantly black populations; it does not usually hold true for totally or predominantly white populations. About a quarter of the respondents stated that their mothers did not work outside the home. There were greater percentages of the working mothers than fathers in the higher occupation levels, from office worker on up the scale, with one exception--a slightly higher proportion of fathers than mothers in the highest category, top executive or advanced professional. Figure III illustrates these findings.

The freshmen were asked to estimate their family income during the preceding year and to compare their familys' present economic status with that of ten years ago. Of the 696 students who completed the survey 590 or 85% answered this first item. Seventy-six percent of those responding estimated family income to be below $15,000. Over half of the estimates were less than $10,000 per year. The remaining percentages are found in Figure IV. Nearly 70% of those responding to the comparison item felt that their family's economic position was now higher than ten years ago. Seventy-four students or 11½% saw it to be currently lower than the previous period.

Several of the items on the questionnaire attempted to examine parents' values and their consequent influence upon the respondent regarding certain academic matters and decisions. Over half those answering said that it was extremely important to their parents that they received good grades in secondary school and that they attended college. Few, 1% and 3% respectively, rated these issues as "not very important" to their parents. That they attend "this particular

FIGURE II Educational Levels of Parents of 1978 NCCU Freshmen

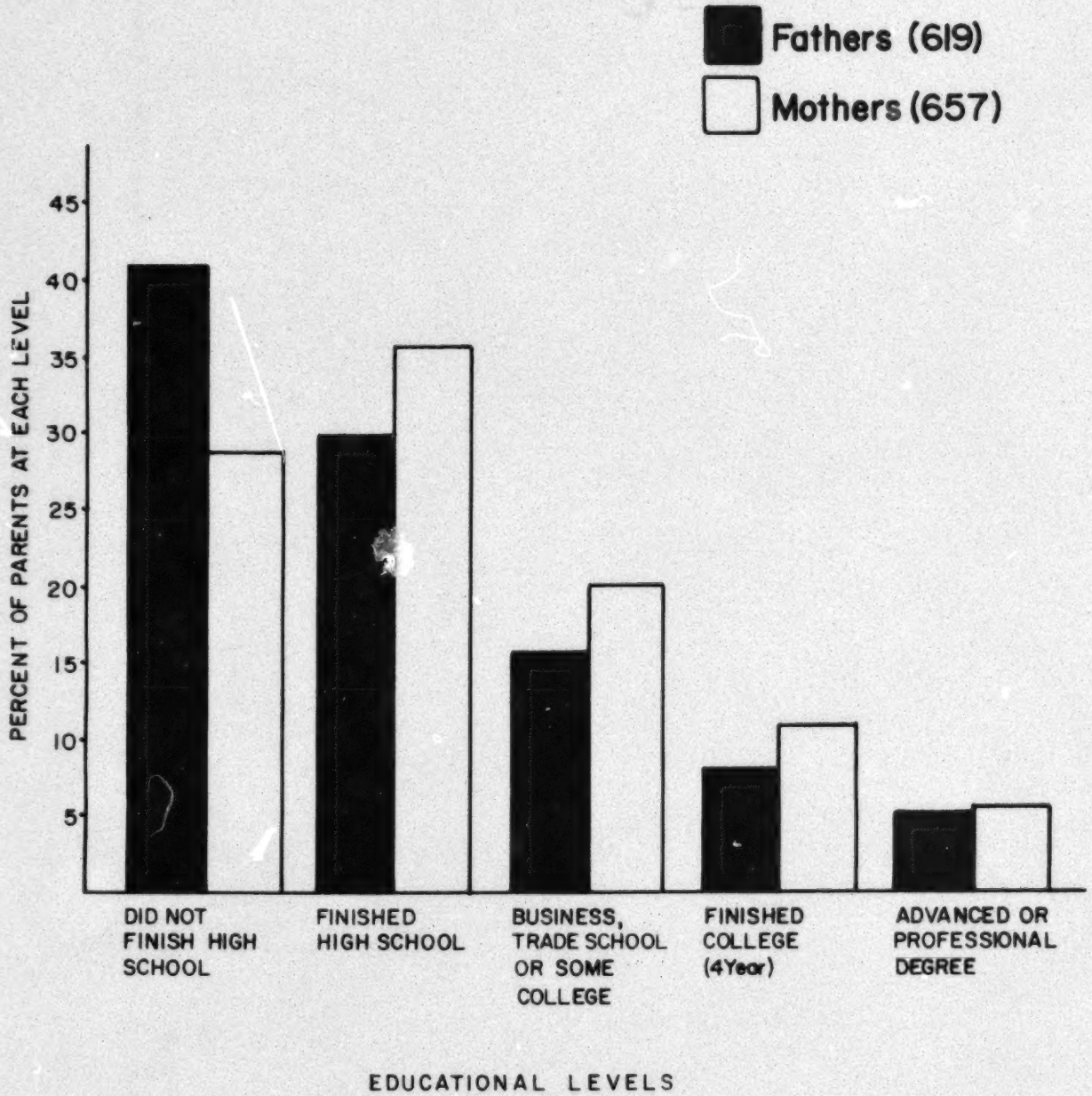


FIGURE III Occupation of Parents of 1978 NCCU Freshmen

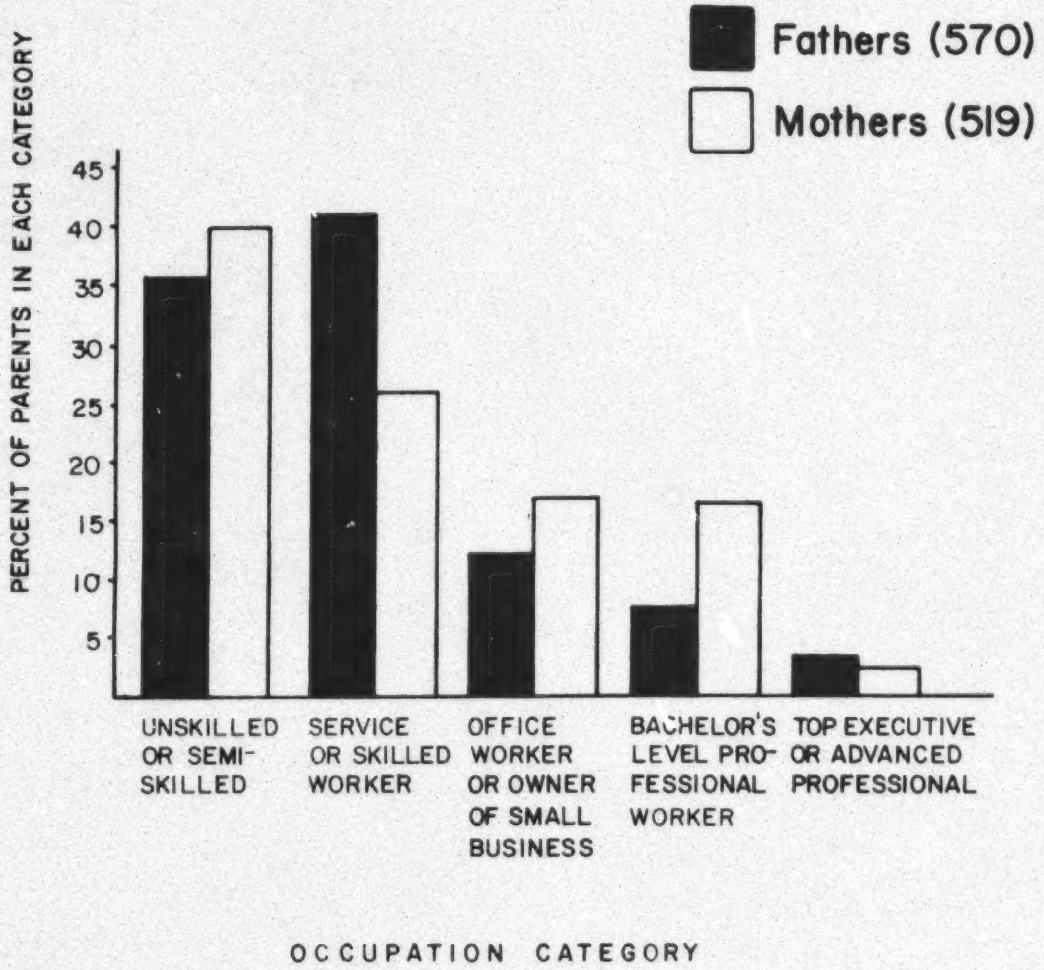
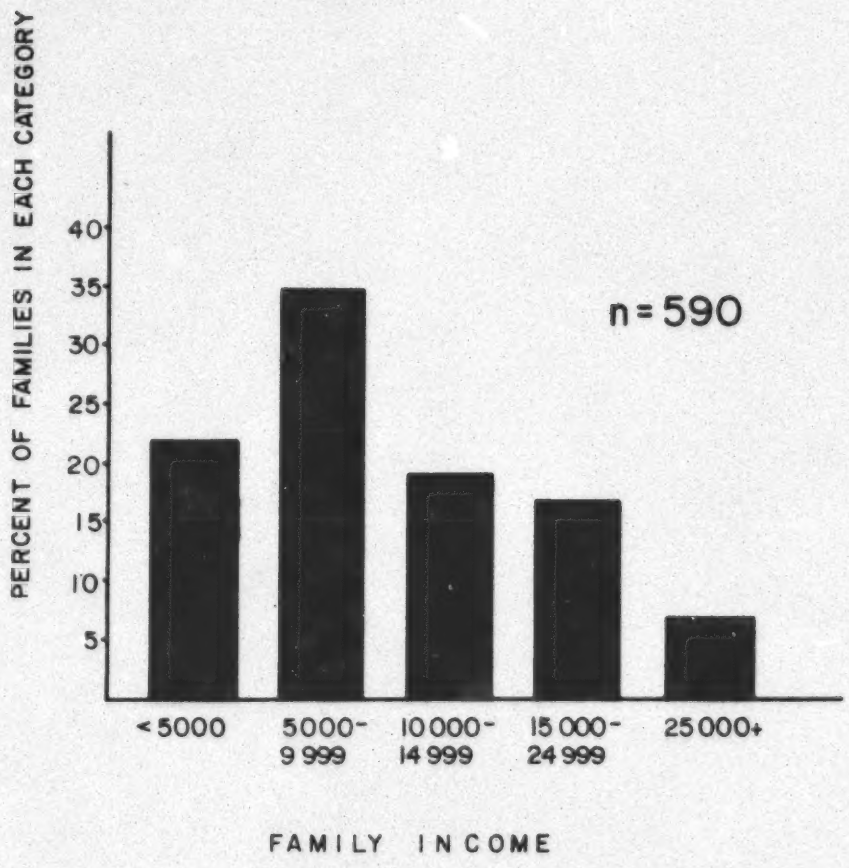


FIGURE IV Family Income of 1978
NCCU Freshmen



college" (NCCU) was seen by students as not quite so important to their parents as grade achievement and college attendance per se. That is, 36½% felt it to be "not very important" to their parents, and less than 7½% indicated that it was "extremely important" to their parents that they attend NCCU. The rest of the responses were in between these two extremes. Finally, over three-fourths of those responding stated that they had their parents' approval on their choice of major field of study. Only five persons or less than a percent believed that their parents disapproved.

Academic Background

Each freshman comes to the university with his unique package of academic experiences on which he is to build a post-secondary education. A knowledge of these factors is vital in understanding and helping students as well as in predicting their success in college. This study, through survey results and admissions data, looks at 1) the type of high school attended by the students, 2) their scholastic achievement while in secondary school, and 3) their perception of their own motivation. Then the study attempts to predict how well this group of freshmen will do in their first year at NCCU, based upon these academic background measures.

Secondary schools attended by the survey respondents were, for the most part, integrated, with over 75% indicating that their schools were either evenly mixed racially or predominantly white with a moderate number of blacks. Only 3% reported that "only black students were enrolled" at their schools. It is difficult to draw any conclusions about percentages of high school graduating class entering post-secondary institutions, since 196 respondents indicated they did not know and an additional 24 did not respond; i.e., there is no definitive

information from almost one-third of the 696 students surveyed. Of those who did have an idea, only 48 (10%) attended schools in which less than a fourth planned to continue their education, 46% indicated that between one-fourth and one-half were to continue, and 44% reported between one-half and three-fourths of the class going directly on to another school.

Achievement indicators show the freshman classes of 1976 and 1978 to be very similar, with the current freshmen scoring slightly higher on the Scholastic Aptitude Test (SAT) than those of two years ago. Approximately 47% of those fall 1978 freshmen on whom class rank data were available were in the top two quintiles (fifths) of their high school graduating class. Only 4½% were found to be in the bottom fifth. Table I shows the ordinal rank of all freshmen.

Scholastic Aptitude Test (SAT) scores for the 1978 freshmen were again somewhat low. Table II shows the percentage of freshmen scoring within each score range on both the verbal and the math sections of the test. Scores were not available for 301 students or 36% of the freshman class. The majority of the available scores as well as the average scores for verbal and math fell in the interval 300-400. See Figure V for an idea of how the scores were dispersed. It shows a positively skewed distribution for both verbal and math, with most scores clustered around the means of 350 and 357 respectively.

Six of the survey items dealt on a self-report basis with motivation to succeed in educational pursuits. The questions asked about study effort, Dean's list attempt, persistence, priority attached to grade achievement, and self-comparison to other students. Table III is a summary of responses to these items.

The majority (57%) of students reported that they had studied slightly more in high school than their classmates; 32% said they had studied less.

TABLE I

High School Ranks of 1978 Entering Freshmen

	Quintile					Total# Ranks	NA	Total Fresh.
	1	2	3	4	5			
Number	125	204	211	130	33	703	131	834
%, including NA	15	24	25	16	4	-	16	100
%, excluding NA	18	29	30	18	5	100	-	-

TABLE II

SAT Scores of 1978 Freshmen

SAT Score intervals	200-249	250-299	300-341	350-399	400-449	450-499	500-549	550-599	600-649	650-699	700-749	750-799	Total Scores	NA	Total FRESH	Avg. Score
VERBAL Number	20	117	193	123	48	14	12	3	2	1	-	-	533	301	834	
%, including NA	2	14	23	15	6	2	1	0	0	0	-	-	-	36	100	350
%, excluding NA	4	22	36	23	9	3	2	1	0	0	-	-	100	-	-	
MATH Number	2	68	185	184	58	26	7	2	1	-	-	-	533	301	834	
%, including NA	0	8	22	22	7	3	1	0	0	-	-	-	-	36	100	357
%, excluding NA	0	13	35	35	11	5	1	0	0	-	-	-	100	-	-	

FIGURE V Distribution of SAT Scores of 1978 NCCU Freshmen

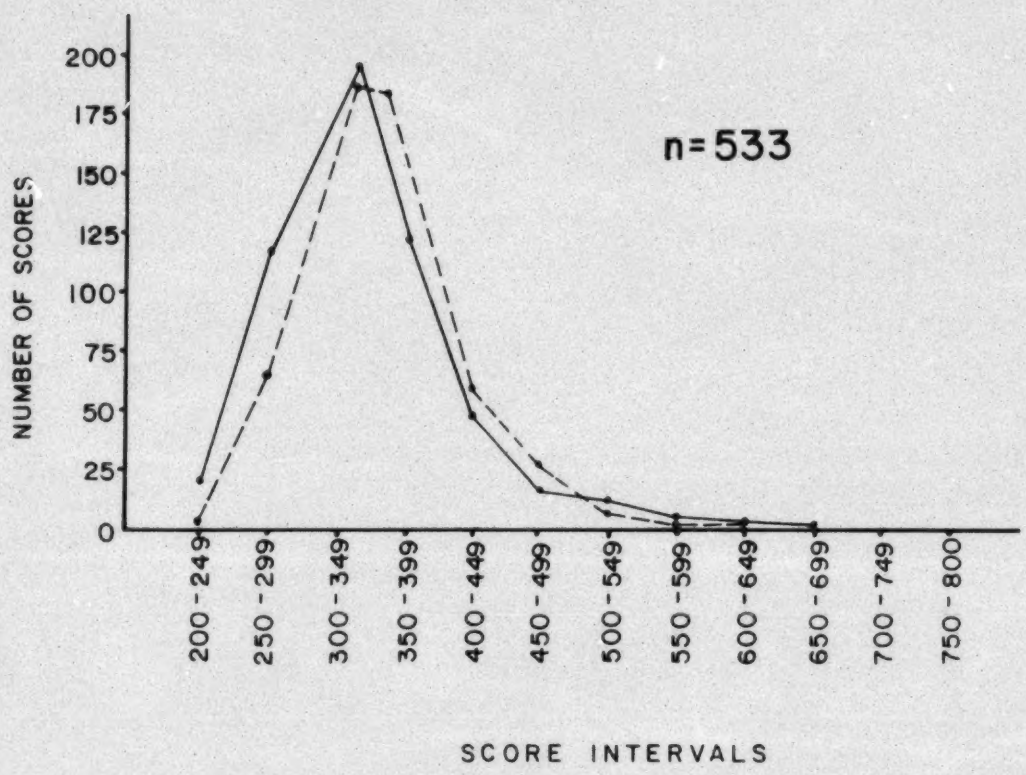


TABLE III

Motivation/Educational Orientation of 1978 Freshmen
Item Responses

Number/Percentage Responding to each option

Item / Meaning of Response Option	Extremely Negative	Negative	Positive	Extremely Positive
How much did you study, compared to classmates?	23/4	179/28	372/57	74/11
Did fellow students consider you a hard worker?	14/2	136/20	399/60	121/18
Did you try harder to make the Dean's list than the average student?	97/15	260/40	218/33	82/12
Do you give up on or delay classroom assignments?	30/4	230/33	212/31	215/31
How much importance do you attach to good grades?	9/1	74/11	224/33	376/55
Were you a more consistant and harder worker than most?	24/3	162/24	399/59	97/14

About 78% of the respondents felt that their fellow high school students thought of them as hard workers. Those who answered the item regarding degree of attempt to make the Dean's list were split almost down the middle. That is, 55% stated that they had not tried as hard as the average student, and 45% thought that they had tried harder.

Nearly two-thirds (62%) of the freshmen responding felt that they rarely or never give up on or delay uninteresting assignments. Only 4% indicated that they tend to behave in this manner "fairly often". The importance attached to getting good grades by the respondents was considerably high, with 55% reporting "a great deal" of importance and 33%, "quite a bit". Only 9 students or 1% of the respondents ranked getting good grades as having little or no importance. Finally, most students regarded themselves as more consistent and harder workers in classroom assignments than the typical student. Twenty-four students or 3% indicated that they were definitely not more consistent and harder workers.

In the spring of 1976, a formula was developed by the Office of Research, Evaluation, and Planning for predicting the grade point averages of incoming freshmen. This formula, used as part of the admissions process, is based upon (SAT) scores and high school ranks, and, thus, can be applied only in cases where these measures are available. For the 833 freshmen entering NCCU in 1978, 55% had submitted both scores, and predicted grade point averages were computed for them. Table IV shows the number and percent of students in each category. Only one person (less than a percent) was predicted to obtain an average lower than 1.5.

Table IV

Predicted Grade Point Average (PGPA)

of

1978 Entering Freshmen at NCCU

PGPA	Number	% Computed on 457)	% Computed on 833)
less than 1.5	1	0	0
1.5 - 1.9	96	21	12
2.0 - 2.4	261	57	31
2.5 or greater	99	22	12
TOTAL	457	100	-
Incomplete data	376	-	45
GRAND TOTAL	833	-	100

MEAN = 2.2

Summary

There is, of course, no freshman at any institution who is typical in every respect. For summary purposes, however, this hypothetical student will be described in terms of how the largest number of NCCU freshmen responded to the survey and how most are measured by admissions data.

This section deals with demographic information, family background, academic background, and predicted success in college. First of all, the "typical" freshman is a single black female between the ages of 18 and 22. He/she lived in a small town in North Carolina before entering NCCU, and is a middle child in a family of from three to six children.

The mother of this freshman has attained a slightly higher level of education than has the father. The family income is in the $5,000 - 10,000 range, but is higher now than it was ten years ago.

Good grades and college attendance are seen by the typical freshman as very important to his/her parents but it was not very important that NCCU be that college. The freshman attended a high school which was evenly mixed racially, where he/she was in the second or third quintile of the graduating class. His/her scores on the SAT, both math and verbal, were approximately 350 on each section.

This typical NCCU freshman is highly motivated, according to self-report. He/she feels that he/she studied slightly more than classmates in high school, is a more consistent and harder worker than most on classroom assignments, and is seen by fellow high school students as a hard worker. Furthermore, he/she attaches a great deal of importance to getting good grades and rarely gives up on or delays uninteresting assignments. He/she is predicted by formula to achieve a grade point average of 2.2.

Part II: ATTITUDES

The Scales

The NCCU Freshman Survey administered in the fall of 1978 contained the 66 items in the attitude section of the College Student Questionnaires (CSQ). Embedded in this group of items are five scales constructed in a logical or a priori manner by the commercial publisher of the test -- Educational Testing Service. These scales are described in the technical manual as follows:

> (FI) Family Independence refers to a generalized autonomy in relation to parents and parental family. Students with high scores tend to perceive themselves as coming from families that are not closely united, as not consulting with parents about important personal matters, as not concerned about living up to parental expectation, and the like. Low scores suggest "psychological" dependence on parents and family. (Q148-Q157)
>
> (PI) Peer Independence refers to a generalized autonomy in relation to peers. Students with high scores tend not to be concerned with how their behavior appears to other students, not to consult with acquaintances about personal matters, and the like. They might be thought of as unsociable, introverted, or inner-directed. Low scores suggest conformity to prevailing peer norms, sociability, extraversion, or other-directedness. (Q158-Q167)
>
> (L) Liberalism is defined as a political-economic-social value dimension, the nucleus of which is sympathy either for an ideology of change or for an ideology of preservation. Students with high scores (liberals) support welfare statism, organized labor, abolition of capital punishment, and the like. Low scores (conservatism) indicate opposition to welfare legislation, to tampering with the free enterprise system, to persons disagreeing with American political institutions, etc. (Q171, Q173, Q175, Q176, Q179, Q182, Q185, Q188, Q192, Q200)
>
> (SC) Social Conscience is defined as moral concern about perceived social injustice and what might be called "institutional wrongdoing" (as in government, business, unions). High scores express concern about poverty, illegitimacy, juvenile crime, materialism, unethical business and labor union practices. graft in government, and the like. Low scores represent reported lack of concern, detachment, or apathy about these matters. (Q172, Q174, Q175, Q177, Q178, Q181, Q186, Q189, Q191, Q193).

(CS) Cultural Sophistication refers to an authentic sensibility to ideas and art forms, a sensibility that has developed through knowledge and experience. Students with high scores report interest in or pleasure from such things as wide reading, modern art, poetry, classical music, discussion of philosophies of history, and so forth. Low scores indicate a lack of cultivated sensibility in the general area of humanities. (Q180, Q183, Q184, Q187, Q190, Q195, Q197, Q198, Q199).

Analysis

As with the 1976 Freshman Survey, a factor analysis of the item responses was carried out to determine if the NCCU attitude data might be interpreted by using the standard scales, i.e., to see if NCCU freshmen could be compared to other college freshmen throughout the nation on these five constructs. At this point, it should be noted that, when CSQ data collected from NCCU students in the past (1968 freshmen, 1972 seniors, and 1976 freshmen) were factor analyzed, the scales delineated did not correspond precisely to those described above.

Analysis of the 1978 freshmen data revealed at least four distinct scales, corresponding closely to four of the CSQ scales previously listed (FI, PI, SC, and CS). Thus, comparisons of these scale scores to the standard scores are feasible. The remaining factors were not easily interpretable and will not be presented.

Table V is a comparison of the items composing the factors revealed by analysis of the different sets of data. The scales found in the most recent analysis (that of 1978 freshmen data) are perhaps most similar to those of the 1976 freshmen data, with one distinct difference. Items of the CSQ Cultural Sophistication scale had factored into two groups in the 1976 analysis; these two new scales were called by the researcher "Interest in Politics and World Affairs" and "Aesthetic Interest." The 1978 analysis showed only one factor (CS) composed of nine of ten scale items.

TABLE V

Items Composing Factors (by Analysis) in Four Sets of Data

Comparison with Actual CSQ Scales

NAME OF FACTOR OR SCALE	Item # CSQ TECHNICAL MANUAL	1968 FRESH.	1972 SENIORS	1976 FRESH.	1978 FRESH.
Family Independence (CSQ)	148	-	-	-	-
	149	149	149	149	149
	150	150	150	150	150
	151	151	151	151	151
	152	152	152	152	152
	153	153	153	153	153
	154	154	154	154	154
	155	155	155	155	155
	156	156	156	156	156
	157	157	157	157	157
Peer Independence (CSQ)	158			158	158
	159			159	159
	160			160	-
	161			161	161
	162	NA	NA	-	-
	163			-	163
	164			-	164
	165			165	165
	166			166	166
	167			167	167
Autonomy versus Influencability from Peers (Nelsen, Uhl)	NA	NA	163 164 166 167	NA	NA
Non-Affiliative versus Affiliative Peer Orientation (Nelsen, Uhl)	NA	NA	158 159 161 165	NA	NA
Social Conscience (CSQ)	172	172	172	172	172
	174	174	174	174	174
	175	175	175	175	175
	177	177	177	177	177
	178	178	178	178	178
	181	181	181	181	181
	186	186	186	-	186
	189	-	-	-	-
	191	191	191	191	191
	193	193	193	193	193

CSQ Scales (contd.)

NAME OF FACTOR OR SCALE	CSQ TECHNICAL MANUAL	1968 FRESH.	1972 SENIORS	1976 FRESH.	1978 FRESH.
Cultural Sophistocation (CSQ)	180 183 184 187 190 195 196 197 198 199	NA	NA	NA	180 183 184 - 190 195 196 197 198 199
Interest in Politics and World Affairs (Nelsen, Uhl)	NA	144 145 169 170 180 183	144 145 169 170 180 183	- - 169 170 180 183	NA
Aesthetic Interest (Nelsen, Uhl)	NA	184 190 195 196 - 199	184 190 - 196 - 199	184 190 - 196 198 199	NA

Discussion of Non-Scaled Items

The NCCU freshmen in this study do not consider themselves well-informed politically; over 55% indicated that they are "not very well-informed" or "wholly uninformed." Nor are they interested in political affairs; two-thirds of the respondents stated that they were either "disinterested" or "only occasionally interested" in such matters.

Some of the items not comprising a scale dealt with academic preferences of the students. With regard to competitive situations, nearly half the respondents were neutral. Thirty-two percent indicated they liked competing with other people and 21% said they disliked it. On the matter of student- or faculty-directed learning, the freshmen were split. About 54% would rather choose their own course of study while over 45% would give the faculty that responsibility. However, 55% of the respondents dislike original research, and 67% prefer class work and exams to independent reading, writing and research. Another possible inconsistency centers around how much they desire to participate or express themselves in class. While 81% of those responding prefer objective-type examinations to essay tests, almost the same proportion (82%) would rather have "all or mostly discussion" than "all or mostly lecture" as the type of class instruction. Apparently, they feel considerably more at ease with spoken than with written communication. Most (69%) would do nothing if they discovered another student cheating, although half of these would be disturbed by it.

Family Independence (FI)

Freshmen at NCCU again scored lower on this scale than did the national comparison group. The mean scale score was 20.1, only slightly higher than that of the 1976 group (19.9) but significantly lower than the standardized mean (about 22.3). Thus, psychological dependence upon parents is greater for NCCU freshmen than for the average freshmen at colleges and universities in the United States.

Our freshmen, in general, perceive their families as more closely united, consult their parents more about personal matters, and try harder to meet parental expectations than do the freshmen in the national sample. According to cross-sectional data, family independence decreases between the freshman and senior years.

Peer Independence (PI)

Confirming the findings in the study of 1976 NCCU freshmen, the average scale score for peer independence was approximately the same as the standardized score. That is to say, they demonstrate almost the same amount of concern as (slightly less than) the national comparison group about how their behavior appears to other students, about consulting with peers about personal matters, and about having similar tastes and holding similar views.

Social Conscience (SC)

The 1978 NCCU freshmen demonstrated exactly the same score (28.4) on social conscience as did the 1976 group as well as the national sample. Entering students at NCCU, therefore, are just as disturbed or morally concerned about perceived social injustice and "institutional wrongdoing" as is the average incoming freshman across the country.

Cultural Sophistication (CS)

The NCCU freshmen average score on this scale was 20.1, significantly lower than the standard score of 23.4. This finding implies that the 1978 NCCU freshmen, as a group, have less interest in or receive less pleasure from literature, art, poetry, classical music, discussions of philosophies of history, and the like than freshmen in the national sample. This cultivated sensibility is found to increase from the freshman year to the senior year, based on cross-sectional data.

Liberalism (L)

The liberalism scale did not prove to be appropriate for this population, so items will be examined separately.

When asked what political point of view they considered theirs to be, the group dichotomized into liberals and conservatives. The breakdown was as follows: "quite conservative," 12%; "fairly conservative," 38%; "fairly liberal," 42%; "very liberal," 8%. This is borne out by the fact that they score conservatively on some items (those dealing with issues of welfare and police searches), they respond as liberals on other items (those regarding issues of conscientious objectors, college faculty's political beliefs, dissenters' rights to hold public meetings, and medical care), and they split down the middle on still other issues (labor unions, capital punishment, and freedom and justice in socialist countries). On only one of these items did the group score very highly in terms of liberalism -- that concerning medical care. Over 20% agreed and an additional 66% strongly agreed that the "government should do more than it is presently doing to see that everyone gets adequate medical care."

According to the cross-sectional comparisons, seniors are more liberal than freshmen, implying that liberalism increases, unless the difference is attributable to attrition.

Summary

The "average" 1978 NCCU freshman does not consider himself/herself informed about or interested in politics.

With respect to political views and how he/she sees himself/herself, he/she is "middle-of-the-road," having some liberal and some conservative viewpoints. He/she is concerned about the injustices in our society, demonstrating the same social conscience score as the "average" freshman in the national sample.

This "typical" freshman is somewhat psychologically dependent upon his/her parental family and is almost but not quite as dependent upon his/her peers as is the "typical" freshman in the standardization group.

Regarding academic preferences, the "typical" NCCU freshman would choose his/her own course of study, consisting of all or mostly lectures for instruction, class assignments, objective-type tests administered regularly, and little independent reading, writing, and research. He/she does not particularly like or dislike competing with others, and, if he/she witnessed another student cheating, he/she might be disturbed by it, but would say nothing to the teacher or to the student.

As noted previously, it is very likely that this group of freshmen will change attitudinally over the years they spend as college students. This profile is merely a picture taken at a point in their lives as they are about to embark upon an important period, one in which they will learn new ideas, incorporate different values, grow personally, and develop expectations about their career and their world. During this time most students go through major changes. These are, of course, dependent upon the intellectual atmosphere of the campus, social, and political changes which take place during these years, types of friends with whom the student associates, the student's major area, motivational level, and subculture to which he/she belongs, if any, and so forth. In general, however, the student might become more liberal, more knowledgable about and even more interested in politics, and more culturally sophisticated. He/she will probably become less dependent upon his/her parents and possibly more dependent upon his/her peers. Furthermore, he/she might even change his/her academic preferences in the direction of independent study. Continued assessment will determine if any of these changes do in fact occur.

Part III: COLLEGE SELECTION

Four of the items on the 1978 NCCU Freshman Survey pertained to factors involved in selecting a college. Responses to these and one additional item are summarized in this part.

Students were given five possible "reasons" for choosing to attend NCCU and asked to indicate one of these as the most important and another as the least important factor in making this decision. Results, shown in Table VI, are similar to those of the 1976 Freshman Survey. That is, academic factors are seen as the most important reason by more students, and social factors and location are the two "least important" reasons for selecting NCCU. Beyond these findings, it would be inappropriate to draw any conclusions, since an error in typing may have led many respondents to confuse option B (financial) with option C (personalities). This seems evident from the fact that only a handful of students marked option C for either "most important" or "least important" reason, and yet, in the next item, parents/brothers/sisters/relatives ("personalities" in the previous item) were demonstrated to be very influential.

Table VII is a summary of a) the person who and b) the printed material which most influenced the student's decision to attend NCCU. As just stated, parents, brothers, sisters, and other relatives had the greatest impact of any category of people: nearly half the respondents (48%) checked this option. A large group (31%) were influenced most by a friend entering or presently attending NCCU or by a graduate. Finally, the staff of NCCU seems to have relatively little influence on students considering the university, as faculty and admissions representatives together accounted for only 8% of the responses to person(s) having the "most influence upon your decision to attend NCCU".

TABLE VI

Reasons for Selecting NCCU as Indicated by Freshmen

Factor (Reason)	Most Important		Least Important	
	No.	%	No.	%
1. Academic - NCCU has an excellent academic program	267	41	52	8
2. Financial - I was offered more financial assistance at NCCU	224	34	104	15
3. Personal - I was influenced by parents, relatives and friends	10	2	7	1
4. Social - I felt I would have a better social life at NCCU	89	14	257	38
5. Location - I can live at home or with relatives and attend NCCU	69	10	258	38
Total	659	101	678	100

TABLE VII

Greatest Influence on Decision to Attend NCCU
as Reported by 1978 Freshmen

A. Person	NO.	%
1. Parents(s), brother(s), sister(s), or other relative(s)	311	48
2. NCCU alumni or friend entering or presently enrolled at NCCU	198	31
3. Admissions representative for NCCU	31	5
4. High School counselor or teacher	92	14
5. Faculty member at NCCU	17	3
Total	649	101

B. Printed material	NO.	%
1. College catalogue	132	20
2. Brochure for a specific program	77	12
3. Letters and communications from the NCCU admissions office	220	33
4. NCCU brochure	80	12
5. Other(s)	158	24
Total	667	101

With regard to printed material, more respondents indicated that "letters and communications from the admissions office" had the greatest influence on them. One third of the students marked this option, one fourth reported "other" influences (a category of miscellaneous printed material) as greatest, and a fifth said that the college catalogue influenced them the most. The remaining respondents, one fourth of the group, indicated that a brochure about NCCU or a specific program had the most significant impact upon their decision. These findings are in line with previous ones; any discrepancy is probably due to the inclusion of an "other" category as an alternative response.

The majority of the freshmen surveyed (81%) live in University residence halls. Nine percent live with their parents, and 8% rent a room, an apartment, or a house. Small percentages (about 1% each) own their own homes or reside with relatives other than parents.

Summary

The "typical" NCCU freshman based his/her college selection on academic reasons; i.e., he/she wanted to attend NCCU because of the excellent program. Social life and location were not important considerations for him/her.

This freshman was highly influenced by relatives in his decision-making, most likely a parent or sibling. He/she was somewhat influenced by friends presently enrolled at NCCU or planning to enter at the same time and influenced very little by admissions representatives or faculty at the university.

Although the admissions representatives made little or no personal impact, the letters and communications from this office influenced the "typical" freshman greatly.

Part IV: ASPIRATIONS

One section of the questionnaire centered around what the student expects out of life. This certainly involves his (her) aspirations as well as his (her) philosophies of education, work and life.

Educational Plans

The 1978 freshmen have high aspirations. Two-thirds of the 687 responding to the item stated that they planned to attend graduate or professional school; nearly half of these plans were definite. Only 87 students or 13% reported that they would probably not or definitely not attend graduate school. When asked the highest level of education they planned to attain, almost all respondents (97%) indicated that they would complete at least a bachelor's degree. Figure VIII shows the breakdown by level. The majority of respondents (70%) did not anticipate seeking certification as a public school teacher. More than 20%, however, wanted to be certified in North Carolina and over 9%, in other states.

Students were asked to indicate the degree of importance they place on four different areas of their college experience. Figure IX is a summary of these findings. In brief, educational/vocational growth was of the highest priority, with social growth very close behind. Aesthetic/cultural growth was felt by the freshmen to be of less importance than the other three listed, but still of much or very much importance by the majority of those responding.

Career Plans

The freshmen seemed to know where they are headed. Over 42% "know what career direction they are going to pursue and are comfortable with the choice". An additional 36% think that they have this knowledge but are "not sure because they have not had a chance to test their career interests".

Table VIII

Highest Level of Education

Planned by 1978 Freshmen

LEVEL	RESPONSES	
	NO.	%
Less than a bachelor's degree	17	3
Bachelor's degree	171	25
Master's degree	318	47
Professional degree	96	14
Doctor's degree	81	12

Table IX

Importance of Growth Areas

During College Experience

as Reported by 1978 Freshmen

GROWTH	IMPORTANCE (%)				
	NONE	LITTLE	MODERATE	MUCH	VERY MUCH
Intellectual	1	2	16	38	44
Social	0+	2	11	30	57
Aesthetic and Cultural	1	9	36	29	26
Educational	1	2	9	23	65

Sixteen percent of the respondents felt that they need more information, and only 5% "have no idea" of the career they will pursue after graduation.

The relationship between academic major and anticipated career seemed to be well defined. Over 52% of the freshmen expected their major to lead directly into a lifetime career, and another 31% expected their academic major to relate to their career in a general manner. Few students (22 or 3%) saw little or no relationship between the two. A fair percentage (13½), however, could not respond at this time as their career plans were not well enough defined.

The students were asked about their life style preference. The majority (59%) indicated that they would like a business or professional life best. Twenty-seven percent preferred the academic life (teaching, research, other scholarly work). See Table X for the remaining percentages.

Employment Plans

Students were surveyed about where and how they would like to be employed. Almost half (48%) of the 675 respondents are planning to leave their home state to secure jobs. A fairly high percentage (30%), however, stated that they would return to their home communities to work, and 22% would like to be employed in another county of their home state. From the results of the item, it is impossible to determine how many students will remain in North Carolina, since 17% of the respondents were classified as out-of-state students, but it cannot be more than 69%.

With regard to work situation preference, a business firm or corporation was selected by more students -- a third -- than any other. Twenty-four percent would rather own their own businesses. Only 8% would prefer to work for a public or private welfare agency. See Table XI for others.

Table X
Life Style Preference
of 1978 Freshmen

LIFE STYLE	RESPONSES	
	NO.	%
Academic	184	27
Business or professional	399	59
Technician or craftsman	27	4
Creative arts	41	6
Home or family	25	4

Table XI
Work Situation Preference
of 1978 Freshmen

WORK	RESPONSES	
	NO.	%
Own business, farm, or professional office	159	24
Business firm or corporation	219	33
Educational institution or research organization	107	16
Public or private welfare agency	56	8
Government services	131	19

Respondents were asked about the importance of five personal employment goals, listed in Table XII. Helping people and society in general was indicated as the chief goal by more students (35%) than any other and using one's own particular talents was second, as the choice of 29% of the respondents. Avoidance of work pressure did not appear to be a significant issue; at any rate, only 17 students (3%) felt it was most important in taking a job.

Summary

The "typical" NCCU freshman plans to complete his/her bachelor's degree and to continue his/her education in a graduate or professional school. He/she will not seek certification as a public school teacher. Growth in the educational/vocational realm is more important to him/her than growth in any other area.

The "typical" freshman has chosen his/her career and feels comfortable with the choice. His/her academic major is directly related to this career and will prepare him/her for lifetime work in this area. He/she prefers a business or professional life, and would like to secure employment in a business firm or corporation.

Helping others and being useful to society in general is especially important to the "typical" freshman, but he/she does not plan to remain in his/her home state to pursue this goal.

Table XII

Personal Employment Goal

of 1978 Freshmen

Goal (most important factor in choosing a job)	NO.	%
Opportunity to use special ability or talent	200	29
Monetary advantages-above average income or job security	116	17
Opportunity to work with people	108	16
Opportunity to be helpful to others and/or useful to society in general	238	35
Avoidance of work under relatively high pressure	17	3

REFERENCES

Astin, A. W., King, Margo, R., & Richardson, G. T. The American Freshman: National Norms for Fall, 1975, American Council on Education: Los Angeles, 1976.

Educational Testing Service. College Student Questionnaires: Part I, Educational Testing Service: Princeton, N. J., 1965.

Nelsen, E. A. "Attitude profiles on the College Study Questionnaire for freshmen attending four predominantly black colleges." Paper presented at the Association for Institutional Research Forum, New Orleans, Louisiana, May 15, 1970.

Nelsen, E. A. & Uhl, N. P. A factorial study of attitudes on the College Student Questionnaire with students attending a predominantly black university. Multivariate Beharioral Research, October, 1974, pp. 395-405.